

Course Outline

COURSE: ANTH 9 **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2012 **Inactive Course**

SHORT TITLE: CHILD FAMILY DIVERSE SOCIETY

LONG TITLE: Cultural Context of Child and Family in a Diverse Society

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	17.34	Lecture:	3	52.02
		Lab:	0	0
		Other:	0	0
		Total:	3	52.02

COURSE DESCRIPTION:

Examines cultural influences on child-rearing practices, family values, and human development. Perspectives from social sciences are used to critique and review theoretical and practical implications of oppression and privilege as they apply to families, schools, and communities, including historical and socio-cultural factors. The processes of socialization and identity development, and the importance of respectful, reciprocal relationships that support and empower families. Self-examination and reflection on issues related to social identity, stereotypes and bias, social and educational access, media and schooling. **ADVISORY:** Eligible for English 250 and English 260.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Analyze theories of socialization that address the interrelationship of child, family, and community.

Measure: quizzes, comparative essays

ILO: 1,2,3,4,7

GE-LO: a1, c3, c4, c6, c7

2. Analyze and explain aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.

Measure: reading response papers, exams, research project

ILO: 1,2,3

GE-LO: a1, c3, c4, c6, c7

3. Critique theories and review the multiple impacts of educational, political, and socioeconomic factors directly impact the lives of children and families, especially on young children's social identity.

Measure: essays, group work, exams

ILO: 1,2,3,4,7

GE-LO: a1, c3, c4, c6, c7

4. Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.

Measure: journal, group work, reflective essay

ILO: 1,2,3,4

GE-LO: a1, c3, c4, c6, c7

5. Compare and contrast the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

Measure: Research project, journal, exams

ILO: 1,2,3,4,7

GE-LO: a1, c3, c4, c6, c7

6. Evaluate the impact of personal experiences and social identity on teaching effectiveness.

Measure: Journal, research project, exams

ILO: 1,2,3,4,7

GE-LO: a1, c3, c4, c6, c7

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Inactive Course: 02/27/2012

3 Hours Part I: "Cultural Diversity in Child Development"

"Theory and Caregiving Practices."

Introduction to the cross-cultural perspective;

the role of culture in children's lives.

Read Chapter 1, G-M. In 250 words, describe a culturally-related memory from your childhood.

3 Hours The necessity for cross-cultural education in early childhood classrooms. Interpreting the meaning of behavior; learning to communicate across cultures.

The influence of teachers', parents' and caregivers' attitudes on learning. Culturally-responsive child care.

Read Ch. 2, G-M. In class groups, describe a

situation in which cultures clashed. Brainstorm possible ways of handling the situation.

3 Hours Beginning with Myself: racial/ethnic awareness for teachers and caregivers. Learning about racial/ethnic/cultural differences and similarities.

Awareness of ethnocentricity, stereotypes, prejudice, pluralism, racism, ageism, handicapism, and sexism. Difference awareness in young children. Learning to recognize and discourage stereotyping.

Read Ch. 1, 2, 4, ABC.

3 Hours Disabilities, comparing cultural practices and awareness activities.

Read Ch. 4, ABC.

3 Hours How do children learn about gender identity, class identity? Sources of cultural knowledge. Agents of socialization.

Read excerpts from "The House on Mango Street" and compare with events from one of the other books on the reading list. Read Ch. 6, ABC.

3 Hours Culturally-limited theories of child development. The effect of intelligence testing and other culturally biased school practices on self-esteem and learning.

In-class essay following excerpt from "Growing Up" "Hispanic in America".

3 Hours Developing social competencies in different cultures: toilet training, dressing, and eating.

Read Ch. 4, G-M. Ch. 2, ABC.

3 Hours Cross-cultural views of developmental milestones.

Attachment and separation; play and exploration.

Read Ch. 5 & 6, G-M.

3 Hours "Part II: Cultural and Ethnic diversity within a pluralistic society". Recognition of one's cultural and ethnic contributions to the national culture. Historical examples.

MIDTERM EXAMINATION.

3 Hours Growing up in a land of immigrants. Historical overview of immigration and migration patterns.

Map the immigration pattern of your own family across three generations, or select a character in one of the stories on the "immigration" reading list and map the migration pattern of the main character.

3 Hours Exploring the contributions of "minority" ethnic groups to the "majority" culture.

Contribution Collage Project.

3 Hours A comparison of family practices (guidance, kinship, marriage patterns, intergenerational relationships).

Read Ch. 7, G-M.

Student presentations on family practices.

3 Hours Religion: its influences on cultural practices and the majority culture. Holiday activities in the Anti-bias curriculum.

Student presentations on religious/cultural practices.

3 Hours Racial identity/labeling between and among ethnic groups. The history of intolerance in America.

Film and response.

3 Hours Implementing anti-bias education; working with parents; resolving cultural conflicts.

Read Ch. 8, 9, 11, ABC.

Student presentations on implementing anti-bias curriculum.

3 Hours Strategies for improving human understanding and relationships. Review.

3 Hours Becoming a change agent: modifying existing caregiving and school practices to minimize moral, ethical, cognitive and affective conflict in a multicultural society.

FINAL EXAMINATION.

REQUIREMENTS:

Class project: stereotypes in the media

Midterm exam (short answer essay type)

Book review, written and oral

Cultural values paper

2 Hours Final Exam (essay type)

METHODS OF INSTRUCTION:

Lecture - Discussion

Films - Discussion

Objective and Subjective Exams.

Family Research Project with oral presentation.

Child and Culture Book Report

METHODS OF EVALUATION:

The types of writing assignments required:

Written homework

Essay exams

Term papers

The problem-solving assignments required:

Homework problems

Exams

The types of skill demonstrations required:

Performance exams

The types of objective examinations used in the course:

Multiple choice

True/false

Other category:

None

The basis for assigning students grades in the course:

Writing assignments: 50% - 70%

Problem-solving demonstrations: 20% - 40%

Skill demonstrations: 10% - 30%

Objective examinations: 10% - 30%

Other methods of evaluation: 0% - 0%

REPRESENTATIVE TEXTBOOKS:

Required:

Marilyn Ihinger-Tallman and Teresa M. Cooney, "Families in Context: An Introduction", Oxford University Press, 2005

ISBN: 978-0195330250

Reading level of text: 14 grade Verified by: Marlene Bumgarner using Microsoft Word

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV D2, effective 200470

GAV F, effective 200470

CSU GE:

CSU D7, effective 200470

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200470

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: A

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: ANTH

CSU Crosswalk Course Number: 9

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: D

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000167391

Sports/Physical Education Course: N

Taxonomy of Program: 130500